

About The New England Common Assessment Program

This report highlights results from the Fall 2012 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2012 Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

School Results

School: Lyman Moore Middle School

District: Portland Public Schools

Code: 1134-1355



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Grade Level Summary Report

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				147	32	22	75	51	26	18	14	10	849	457	33	45	14	8	852	13,745	19	57	17	6	848
MATH				147	27	18	59	40	35	24	26	18	842	458	22	39	19	20	842	13,743	16	45	19	20	842
WRITING				147	20	14	79	54	32	22	16	11	843	452	23	46	20	10	844	13,696	12	46	31	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Reading Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

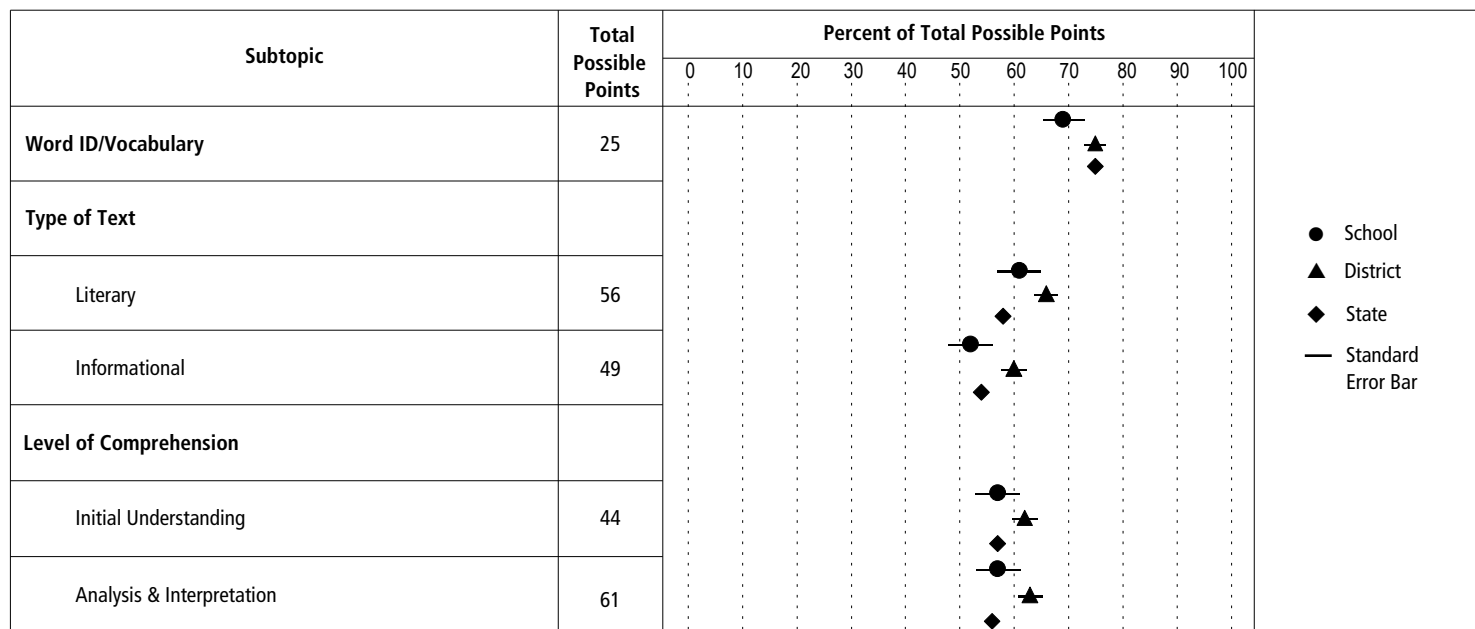
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				177	36	20	91	51	36	20	14	8	848
2011-12				183	48	26	80	44	36	20	19	10	848
2012-13				147	32	22	75	51	26	18	14	10	849
Cumulative Total				507	116	23	246	49	98	19	47	9	848
District													
2010-11				477	93	19	246	52	105	22	33	7	847
2011-12				491	150	31	209	43	88	18	44	9	849
2012-13				457	150	33	205	45	65	14	37	8	852
Cumulative Total				1,425	393	28	660	46	258	18	114	8	849
State													
2010-11				13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12				14,031	2,933	21	7,864	56	2,380	17	854	6	848
2012-13				13,745	2,653	19	7,877	57	2,380	17	835	6	848
Cumulative Total				41,734	7,927	19	23,524	56	7,856	19	2,427	6	848





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Reading Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students				147	32	22	75	51	26	18	14	10	849	457	33	45	14	8	852	13,745	19	57	17	6	848
Gender																									
Male				70	11	16	37	53	15	21	7	10	846	221	28	44	19	9	849	7,099	14	58	20	8	846
Female				77	21	27	38	49	11	14	7	9	851	236	38	45	10	7	854	6,646	25	57	14	4	851
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										24	21	58	17	4	849	204	10	63	21	6	846
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						115	3	64	24	8	843
Asian				11	0	0	4	36	4	36	3	27	839	35	17	51	20	11	846	195	32	49	14	5	852
Black or African American				27	5	19	13	48	6	22	3	11	845	79	14	46	22	19	842	384	8	45	26	21	840
Native Hawaiian or Pacific Islander				0										0						7					
White				101	26	26	53	52	14	14	8	8	851	304	41	42	12	6	855	12,632	20	58	17	6	849
Two or more races				4										13	31	54	15	0	852	208	16	60	18	6	848
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				29	3	10	8	28	11	38	7	24	839	95	8	43	26	22	840	353	4	43	32	21	838
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										9						44	34	64	2	0	856
All Other Students				116	29	25	65	56	15	13	7	6	851	353	39	45	11	5	855	13,339	20	58	17	6	849
IEP																									
Students with an IEP				27	1	4	7	26	12	44	7	26	836	74	5	30	38	27	836	2,147	2	31	42	26	835
All Other Students				120	31	26	68	57	14	12	7	6	851	383	38	48	10	4	855	11,598	23	62	13	2	851
SES																									
Economically Disadvantaged Students				84	10	12	38	45	23	27	13	15	843	245	15	50	22	13	845	6,590	10	57	24	10	844
All Other Students				63	22	35	37	59	3	5	1	2	856	212	53	39	6	2	860	7,155	28	58	11	3	852
Migrant																									
Migrant Students				0										0						4					
All Other Students				147	32	22	75	51	26	18	14	10	849	457	33	45	14	8	852	13,741	19	57	17	6	848
Title I																									
Students Receiving Title I Services				0										177	40	42	12	6	854	1,781	11	54	27	8	845
All Other Students				147	32	22	75	51	26	18	14	10	849	280	28	47	16	9	850	11,964	20	58	16	6	849
504 Plan																									
Students with a 504 Plan				2										6						515	13	61	21	5	847
All Other Students				145	32	22	74	51	25	17	14	10	849	451	33	45	14	8	852	13,230	20	57	17	6	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Mathematics Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

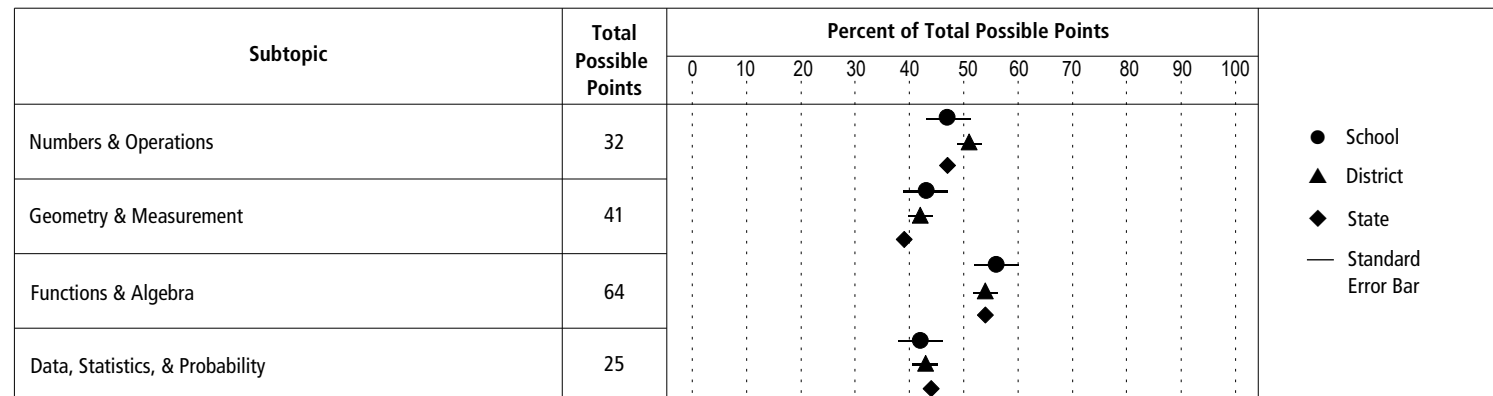
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				177	25	14	65	37	39	22	48	27	839
2011-12				184	29	16	69	38	39	21	47	26	840
2012-13				147	27	18	59	40	35	24	26	18	842
Cumulative Total				508	81	16	193	38	113	22	121	24	840
District													
2010-11				491	80	16	176	36	109	22	126	26	840
2011-12				492	92	19	182	37	106	22	112	23	841
2012-13				458	101	22	178	39	86	19	93	20	842
Cumulative Total				1,441	273	19	536	37	301	21	331	23	841
State													
2010-11				13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12				14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
2012-13				13,743	2,174	16	6,209	45	2,635	19	2,725	20	842
Cumulative Total				41,739	6,858	16	18,138	43	8,685	21	8,058	19	842





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	N	N	%	%	%	%	N	N	%	%	%	%	N
All Students				147	27	18	59	40	35	24	26	18	842	458	22	39	19	20	842	13,743	16	45	19	20	842
Gender																									
Male				70	11	16	32	46	18	26	9	13	842	220	21	40	19	20	842	7,095	16	44	20	21	842
Female				77	16	21	27	35	17	22	17	22	841	238	23	38	18	20	842	6,648	16	46	19	19	842
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										24	13	58	0	29	840	206	10	50	15	26	839
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						114	5	42	27	25	838
Asian				11	0	0	3	27	6	55	2	18	837	35	17	29	26	29	839	195	28	43	15	15	845
Black or African American				27	2	7	11	41	5	19	9	33	837	81	4	22	28	46	833	389	4	28	20	48	833
Native Hawaiian or Pacific Islander				0										0						7					
White				101	24	24	41	41	22	22	14	14	843	304	28	43	16	13	845	12,626	16	46	19	19	842
Two or more races				4										12	25	50	17	8	844	206	13	49	19	20	842
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				29	1	3	9	31	7	24	12	41	834	97	3	22	22	54	832	360	3	25	21	51	832
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										9						44	16	70	11	2	846
All Other Students				116	26	22	48	41	28	24	14	12	844	352	28	42	18	12	845	13,330	16	46	19	19	842
IEP																									
Students with an IEP				27	1	4	5	19	8	30	13	48	831	75	4	20	23	53	831	2,146	2	16	20	62	830
All Other Students				120	26	22	54	45	27	23	13	11	844	383	26	43	18	14	845	11,597	18	51	19	12	844
SES																									
Economically Disadvantaged Students				84	6	7	36	43	18	21	24	29	838	246	7	38	21	34	837	6,592	7	39	24	29	838
All Other Students				63	21	33	23	37	17	27	2	3	847	212	40	40	16	5	848	7,151	24	51	15	11	845
Migrant																									
Migrant Students				0										0						4					
All Other Students				147	27	18	59	40	35	24	26	18	842	458	22	39	19	20	842	13,739	16	45	19	20	842
Title I																									
Students Receiving Title I Services				0										178	21	39	19	21	843	1,784	8	33	30	30	838
All Other Students				147	27	18	59	40	35	24	26	18	842	280	23	39	19	20	842	11,959	17	47	18	18	842
504 Plan																									
Students with a 504 Plan				2										6						513	12	42	25	21	841
All Other Students				145	27	19	59	41	33	23	26	18	842	452	22	39	19	21	842	13,230	16	45	19	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Writing Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

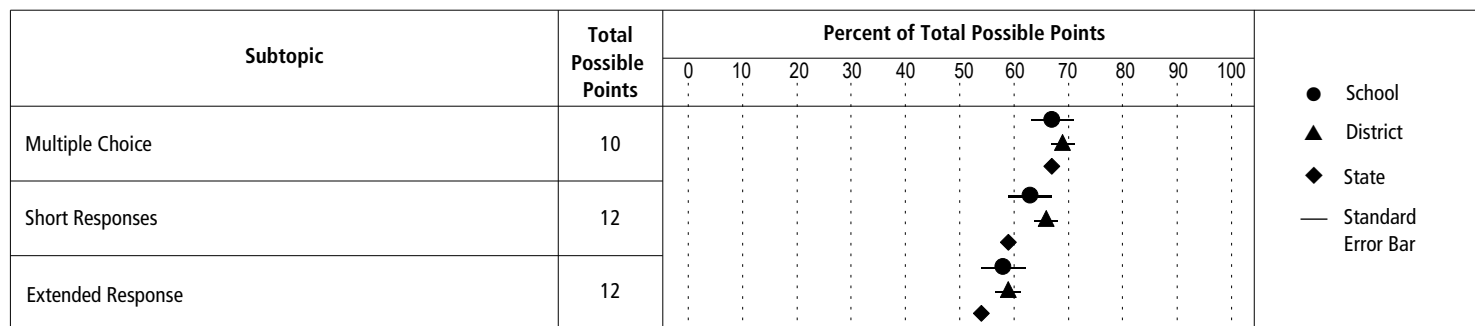
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2010-11				176	21	12	80	45	61	35	14	8	841
2011-12				182	18	10	68	37	59	32	37	20	837
2012-13				147	20	14	79	54	32	22	16	11	843
Cumulative Total				505	59	12	227	45	152	30	67	13	840
District													
2010-11				475	60	13	210	44	161	34	44	9	841
2011-12				488	48	10	219	45	144	30	77	16	839
2012-13				452	104	23	210	46	91	20	47	10	844
Cumulative Total				1,415	212	15	639	45	396	28	168	12	841
State													
2010-11				13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12				13,967	963	7	6,116	44	5,175	37	1,713	12	839
2012-13				13,696	1,613	12	6,248	46	4,198	31	1,637	12	841
Cumulative Total				41,567	3,611	9	18,696	45	14,552	35	4,708	11	840





Fall 2012 - Beginning of Grade 8 NECAP Tests

Grade 7 Students in 2011-2012

Disaggregated Writing Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				147	20	14	79	54	32	22	16	11	843	452	23	46	20	10	844	13,696	12	46	31	12	841
Gender																									
Male				70	7	10	37	53	15	21	11	16	841	217	13	48	24	15	841	7,068	6	38	38	18	837
Female				77	13	17	42	55	17	22	5	6	844	235	32	45	16	6	847	6,628	18	54	23	5	844
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				4										24	17	67	17	0	846	204	6	52	28	14	840
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										2						114	5	30	44	21	836
Asian				11	0	0	5	45	5	45	1	9	838	35	9	51	34	6	842	195	16	56	22	6	845
Black or African American				27	2	7	14	52	9	33	2	7	842	78	5	46	32	17	839	382	5	37	38	20	836
Native Hawaiian or Pacific Islander				0										0						7					
White				101	17	17	53	52	18	18	13	13	843	301	30	45	16	10	846	12,590	12	46	31	12	841
Two or more races				4										12	33	42	25	0	847	204	9	48	28	15	840
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				29	1	3	12	41	12	41	4	14	838	95	2	45	35	18	838	352	3	36	39	22	836
Former LEP student - monitoring year 1				0										0						9					
Former LEP student - monitoring year 2				2										9						44	14	64	20	2	845
All Other Students				116	19	16	65	56	20	17	12	10	844	348	29	46	16	9	846	13,291	12	46	30	12	841
IEP																									
Students with an IEP				27	0	0	6	22	12	44	9	33	832	72	3	19	44	33	832	2,131	1	14	42	43	829
All Other Students				120	20	17	73	61	20	17	7	6	845	380	27	52	16	6	847	11,565	14	51	29	6	843
SES																									
Economically Disadvantaged Students				84	4	5	43	51	26	31	11	13	840	241	8	47	30	15	840	6,554	5	39	38	18	837
All Other Students				63	16	25	36	57	6	10	5	8	846	211	40	45	9	6	850	7,142	18	51	24	7	844
Migrant																									
Migrant Students				0										0						4					
All Other Students				147	20	14	79	54	32	22	16	11	843	452	23	46	20	10	844	13,692	12	46	31	12	841
Title I																									
Students Receiving Title I Services				0										174	30	45	18	7	847	1,773	7	37	40	16	838
All Other Students				147	20	14	79	54	32	22	16	11	843	278	19	47	22	13	843	11,923	13	47	29	11	841
504 Plan																									
Students with a 504 Plan				2										6						511	5	39	40	17	838
All Other Students				145	20	14	78	54	32	22	15	10	843	446	23	46	20	10	844	13,185	12	46	30	12	841

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.